

## Laygate Community School - Curriculum Policy for Reopening

### Intent

- To ensure the DfE guidance for safe return is followed alongside the phased return to the teaching and learning in specified year groups
- To ensure the pastoral needs of newly returned pupils are met alongside the continued support for those pupils of key workers or the vulnerable pupils
- To focus on basic skills so pupils build on previous learning and learn at an appropriate pace
- To support home-learning for families of those pupils who have not returned
- To ensure staff are supported to carry out their teaching and learning responsibilities within their bubble

### Implement

- Staff and pupils will follow the DfE guidance and in school plans/policies for hygiene and safe social distancing whilst carrying out teaching and learning e.g. cleaning resources before and after use, regularly wiping surfaces down, supervising handwashing
- Staff will follow a curriculum overview for their assigned bubble
- Basic skills in Maths and English will be the main priority whilst providing activities for the wider curriculum
- Other subject areas will be taught using links to a theme or text if possible
- Existing plans and resources will be used or modified whenever possible to minimise workload
- Wherever possible online materials will be used to minimise planning and preparation e.g. Twinkl, Classroom Secrets, TES, BBC Schools
- Staff will use verbal feedback and AfL style activities not physical marking e.g. 'show me' on whiteboards, discussion, adding ideas/questions to a working wall, mini-plenaries, notes about pupils' work/responses
- New exercise books will be assigned to each pupil (lined and squared, plain for EYFS) to allow all work to be kept in one place during the phased return
- These exercise books will form a record of ongoing attainment and progress by the pupils
- Outdoor learning will be used according to the rota for the spaces available throughout the site
- Access to a designated iPad or laptop will be available to each pupil Y1-Y6 which will be labelled with their name cleaned before and after each use
- Reading books, stationary and other learning materials will not be transported between home and school
- Home learning opportunities will only be provided for year groups not identified by the Government to return. E-learning platforms will be updated and if requested by parents, existing materials, homework packs or photocopiable masters will be compiled and copied for those pupils
- Online learning will be monitored to check pupils, who have not returned, are making use of the programmes
- The school website, texting and if necessary, phone calls will be used to support and encourage pupils who have not returned to access online learning

### Impact

- Each bubble will have a curriculum overview which allows the staff to meet their needs
- Pupils' individual learning needs will be taken into account e.g. SEND, bubbles with mixed year groups
- Pupils' social & emotional needs will be monitored closely and the school policy for reporting concerns will be followed (reporting to designated safe-guarding leads)
- Staff will have regular opportunities to meet up to support one another or check in with each other e.g. use of in class phones, staff briefings/meetings via Google Meet and informally on site whilst socially distanced
- The intended curriculum overview will be a record of activities delivered to each bubble and can be used to inform future teaching and learning

Attached: Suggested curriculum overview and a suggested timetable of activities – flexible for needs of each bubble (stage/age)



# Y3/4/5 Bubble Summer Term Curriculum

## Gregory Cool & Hot Like Fire! - the Caribbean

### English

A range of texts used to teach reading, writing & spoken English through shared or guided reading & class readers, including:

#### Narrative

'Gregory Cool' - stories from other cultures e.g. predictions, booktalk prompts, think, say, feel bubbles

#### Non-narrative

'Coming to England' by Floella Benjamin & texts/films about the Windrush Generation (recount/diaries/information texts)

#### Poetry

'Hot Like Fire' - Caribbean poets and poetry

### Science, History, Geography, Art, D&T and Computing

#### Science

- Plants and animals in the local environment - find activities which link to Y3/4/5 curriculum content (outdoor learning)

#### Computing

- Revisit eSafety
- Basic skills e.g. touch typing, word-processing
- Coding program e.g. Scratch

#### History

- Windrush Generation - Link to text
- Explore how and why people emigrated to the UK

#### Geography

- Locational knowledge of Caribbean and UK
- Compare and contrast climates Caribbean to the UK - link to Text
- Europe - capital cities and tourism - Focus on Paris - existing Cycle 1 plan

### Mathematics

- Basic skills - daily practice of times tables, number facts appropriate to year groups
- Additive & Multiplicative reasoning daily calculation strategies using Calculation posters differentiated to stage/age
- Geometric reasoning - revisit basic knowledge of shape, space & measures
- Problem solving

### PSHE and RE

#### RE

- Festivals & important dates e.g. Ramadan and Eid-il-Fitr, Fathers' Day, WhitSun (Pentecost)
- What do Hindus believe and how does this affect the way they live their lives? Y4
- What do Christians believe about God? Y4/5

#### PSHE - units could be adapted/use new scheme?

- 'Relationships'
- 'Changes'
- Daily check in/circle time/mindfulness activities

### Physical Education

- REAL PE & REAL Gym
- Athletics

### French

- LA Scheme
- Link to Ooh La La Paris Topic

### Music

- Charanga - Three Little Birds

### Homework

- Due to hygiene measures, chn instructed to use online learning and home-learning packs as appropriate

## **Y3/4/5 Bubble Example Daily Plan**

**Dependent on staggered timetables for play, lunch & drop-off/pick-up times**

**Build in time for transport via one-way system, social distancing & hygiene measures**

**School weekly timetable template could be adapted for each bubble taking into account the timetables**

### **Session 1 (English Focus)**

- Registration
- Check in time/circle time/in class assembly/PSHE activities e.g. message another bubble to share news
- Indoor daily exercises e.g. Joe Wicks, dance video
- Guided Reading/Individual reading including Reading Plus
- English – shared reading & discussion/comprehension & shared writing opportunities linked to text
- GPaS – spellings, hold a sentence, punctuation, tenses etc using oral rehearsal and whiteboards

## **PLAY**

### **Session 2 (Maths Focus)**

- Maths – Times tables/number facts
- Calculation strategies (differentiated according to calculation policy)
- Weekly problem-solving activity

## **LUNCH**

### **SESSION 3 (Wider Curriculum – select subjects/lessons for each day as needed)**

- Handwriting/ Individual reading
- Computing – use existing programs for coding, basic skills,
- iPADS for accessing 123Maths, Lexia, Reading Plus, Education City as appropriate
- Science/History/Geography/Art/D&T/Music/French/RE/PSHE
- PE – daily mile or activities in designated outdoor time/playtime
- Storytime, Games/quizzes